

Title II

Higher Education Act

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Midland University

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution: Midland University

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Nebraska

Address: 900 N. Clarkson

Fremont, NE, 68025

Contact Name: Dr. Kathy J. Fuchser

Phone: 402.941.6334

Email: fuchser@midlandu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art, K-12	No
Basic Business, 6-12	No
Biology, 7-12	No
Chemistry, 7-12	No
Coaching, 7-12	No
Early Childhood Education, B-3	No
Elementary Education, K-8	No
English as a Second Language (ESL), K-12	No
English, 7-12	No
History, 7-12	No
Mathematics, 7-12	No
Music, K-12	No
Natural Science, 7-12	No
Physical Education, K-6, 7-12	No
Social Science, 7-12	No
Special Education, Mild/Moderate, K-12, K-6, 7-12	No
Vocal Music, K-8, 7-12	No
Total number of teacher preparation programs: 17	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year see additional info. below.

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.midlandu.edu/undergrad-program-%E2%80%93-policies-and-procedures>

Please provide any additional about or exceptions to the admissions information provided above:

This information is found on the above-webpage and can be found in the Teacher Education Program Handbook.

Acceptance into the Midland University Teacher Education Program is not automatic. A prospective candidate is fully accepted into the program after:

1. Completion of EDU 190 (Topics in Education) with a grade of C- or better or transfer of its equivalent;
2. Achievement and maintenance of a minimum cumulative grade point average (gpa) of 2.5;
3. Classification as a sophomore (credits equal to 28 or above);
4. Enrolled in EDU201-Sophomore Seminar;
5. Successful completion of the Pre-Professional Skills Test (PPST);

(As required by the Nebraska Department of Education (NDE), each teacher candidate must provide MU with an official institutional passing score report. Nebraska passing scores are Reading-170, Writing-172, and Mathematics-171. Nebraska also accepts the Composite score of 513 or higher with limitations. See below for NDE requirements and Midland University requirements to accept a composite score. Please see the PPST Test Information sheet regarding details of the test, including costs, registration procedures, and test locations.)

6. Completion of a notarized Personal and Professional Fitness Statement; (This form verifies physical and mental fitness for the demands of the P-16 classroom and requires written documentation of all criminal convictions and affirmation of no criminal history involving felony convictions or any misdemeanor convictions related to abuse, neglect, or sexual misconduct. All costs associated with the requirement are the responsibility of the MU candidate.)
7. Completion and submission of the application for acceptance; (This application includes a confidential recommendation from an MU community member and an official background check from One Source. The MU candidate is responsible for all costs associated with background check.)
8. Participation in a personal interview with the Teacher Education Committee (TEC).

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other		

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.48

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.46

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		

Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	96
Unduplicated number of males enrolled in 2011-12:	35
Unduplicated number of females enrolled in 2011-12:	61

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	79
Two or more races:	0

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	140
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Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2.08
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	176

Please provide any additional information about or descriptions of the supervised clinical experiences:

1. Clock Hours prior to student teaching consist of Elementary Education-120, Secondary Education-100, Early Childhood-140, and Special Education-190.
2. Clock hours required for student teaching are 16 weeks-640 hours and 20-weeks for 800 hours averaging 720 hours.
4. and 5. Midland University used the previous descriptors as established by the state of Nebraska in previous reports.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	5
Teacher Education - Early Childhood Education	7
Teacher Education - Elementary Education	20
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	2
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2

Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Coaching, 7-12	16

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	37
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	

Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify :	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 37

2010-11: 50

2009-10: 29

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

5

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Marketing strategies include on-campus science and math events for K-12 students and visits with prospective students.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Midland University shares information about high-need areas such as math and sciences during recruiting. In addition, the University administration has identified goals intended to bolster math and health sciences recruitment.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Marketing strategies include on-campus science and math events for K-12 students and visits with prospective students.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Midland University shares information about high-need areas such as math and sciences during recruiting. In addition, the University administration has identified goals intended to bolster math and health sciences recruitment.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

10

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The special education program begun in 2008-2009, has growth through advising current students about program availability and marketing to prospective students while on campus visits.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue marketing this program to prospective students while also using advising to encourage students to consider adding the coursework.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

12

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

15

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The program has growth through advising current students about program availability and marketing to prospective students while on campus visits and through professional correspondence and interaction to area school personnel.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Since the addition of this supplemental endorsement in 2005-2006, Midland University has experienced consistent enrollment and modest growth in this program. The program offers interaction

with quality instructors and essential field-based experiences with this population.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

7

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

14

Provide any additional comments, exceptions and explanations below:

Specific field-based experiences within the undergraduate program that enhance awareness of and experience with limited English Proficient Students have helped to engage prospective teachers in seeking this endorsement.

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited

English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

1. MU seeks partner school administrators and school faculty to serve on our advisory committee. In addition, Student teaching seminars include sessions on ethics of the teaching profession and require student teachers to interview their building principal regarding school policies and building practices.
2. Students are required to complete a minimum of 100 hours of field based experience (FBE). These FBE hours are part of a great number of their required courses. They begin their FBE in their EDU190 (Topics in Education) course and continue through other courses as they lead up to their student teaching assignment. FBE for education students is developmental and builds on previous experiences. Hours and responsibilities during FBE increase as the student moves through the program.
3. Elementary and Special Education, K-6 majors must take all elementary methods courses. A Special Education K-12 major must also take elementary reading and social studies methods.
4. Students in EDU190 are given an overview of working with students with varying disabilities that emphasizes special needs students are part of almost every classroom in a school building. All teacher education students are required to take EDU 296-Introduction to Special Education. EDU255-Introduction to Early Childhood, covers working with ECE-SPED children. Teacher education student learn about an IFSP and visit early childhood special education facilities. In methods courses, students write lesson plans with accommodations and modifications and discuss differentiated instruction for students.
5. Students in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe an ESL classroom as well as speak to an ESL instructor. In EDU340 effective reading strategies for ESL students are identified and discussed. Many of the classrooms in Fremont that are used for FBE have ELL students. FLA 100 Introduction to English as a Second Language is offered to all education students. Secondary students enroll in EDU381 Reading and Writing in the Content Area, a course that includes an FBE with an ESL student.
6. Students in EDU190 are given an overview of working with student from low income families and have the opportunity to visit a school where an elementary school counselor describes the challenges that many of our young students face when they come from families confronted with poverty. EDU 255 students learn about working with families, the different structures of families, and how poverty might affect a student's performance in a classroom. Both EDU 388 and 340 cover curriculum issues that might arise when working with "at-risk" students.
7. EDU220 Schools in Pluralistic Society are placed for five days in an Omaha Public School either in North or South Omaha. During this time, they observe and support learning in the classroom in a variety of ways. There are no specific requirements, however, many of our students teach a lesson or a portion of a lesson, read to students, work with small groups, etc. MU also requires teacher candidates to read Shame of the Nation by Jonathan Kozol. This book takes a hard look at the deplorable conditions of some inner city schools across the United States.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	56	179	56	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	35	179	35	100
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	49	178	48	98
ETSo730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	30	178	30	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	56	177	56	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	36	176	36	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	49	177	48	98
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	30	176	30	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	57	176	57	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	36	175	36	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	49	176	49	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	30	176	29	97

Section III. Summary Rates

Group	Number taking	Number passing	Pass rate
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	tests	tests	(%)
All program completers, 2011-12	36	36	100
All program completers, 2010-11	49	47	96
All program completers, 2009-10	30	29	97

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The MU Teacher Education Program prepares teachers to integrate and use technology as both a tool for instructional integration and for improving teaching and learning. All teacher candidates are required to complete EDU204-Technology for Teachers. All Teacher Candidates discover, discuss, evaluate, practice practical and present efficient ways to integrate technology resources and technology-base methods into their future classroom practices and lessons. Topics of study include the following: Microsoft tools and other softwares, Web 2.0 tools, ISTE standards, assistive technologies for special needs

students, and ethical issues regarding safe uses of technology with learners. Teacher candidates continue technology integration throughout program field-based experiences with use of SMART technology and Web 2.0 tools as opportunities for formative assessment. Additionally, student teachers complete a Teacher Work Sample which requires students to gather, analyze and graphically represent student achievement data.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

MU Teacher Education pre-service teachers are required to successfully complete EDU296-Introduction to Special Education. Pre-service teachers learn that both general education and special education teachers must follow the IEP when teaching a student identified for special education, and both must be actively involved as team members in developing and updating the document. For limited English proficiency, pre-service teachers in EDU190 are given an overview of working with students with limited English proficiencies and have the opportunity to observe ESL classrooms and talk with ESL instructors. Pre-service teachers also have the opportunity to take FLA100 Introduction to ESL and FLA150 Cross Cultural Communication. Secondary teacher candidates enroll in EDU381 Reading and Writing in the Content Area, a course that includes an FBE with an ESL student.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined

in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The MU Education Department offers three grade levels of the special education mild/moderate disabilities endorsement: K-6, K-12 and 7-12. Required endorsement courses center on: inclusion of students with disabilities into general education classrooms; federal and state laws for special education, technology to make curriculum more accessible; universal design in learning; understanding students with a variety of identified disabilities, student learning styles and strategies, and differentiates classroom instruction. Instructional focus in campus classrooms also include special education program planning and management, working with families who have children with special needs, collaboration for participation on an IEP team, writing quality IEPs using Nebraska's SRS, classroom management, and assessments. As MU teacher candidates work toward a K-12 or K-6 endorsement in special education, they participate in several special education field based experiences. Teacher Candidates in the K-12 endorsement are required to successfully complete the Introduction to ESL course-FLA100. By making classroom observations, teaching one-on-one or in small groups, teaching lessons in the content areas, or participating in community based activities, MU teacher candidates are grounded in philosophy, theory and practice of teaching students with special needs.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Section III - Pass Rate Information: Additional Information - Midland University recommends that a composite score be accepted for a pre-service teacher as meeting 92 NAC 20,005.02.005.02 Test Scores. No pre-service teacher may be permitted to enroll in an approved teacher education or administrator education program until he/she has achieved a satisfactory score on an examination as specified in 91 NAC 23 or has achieved a composite score of 513 on the PPST, with no scores lower than one point below the required score on any of the three basic skills tests of the PPST. Additional information regarding our Teacher Education Preparation Program can be found on the Midland University website at <http://www.midlandu.edu/major/education>. The undergraduate program link is <http://www.midlandu.edu/education-undergrad-program>. Links include Faculty and Staff Information; Policies and Procedures; Field Based Experience and Student Teaching Capstone Information; Certification Information; and Accreditation Information. Also, the program has established an electronic assessment system that allows for regular data gathering and analysis in order to inform improvements and changes to the program.

Supporting Files

Midland University

Traditional Program

2011-12

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Title II, Higher Education Act

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